

Plain Elementary

506 Neely Ferry Road
Simpsonville, SC 29680

Grades	K-5 Elementary School	
Enrollment	890 Students	
Principal	Jackie Parker	864-355-7700
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Charles J. Saylor	864-268-3128

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
12	19	5	0	1

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Unsatisfactory	Yes
2004	Good	Unsatisfactory	Yes
2005	Good	Unsatisfactory	Yes
2006	Average	Unsatisfactory	Yes

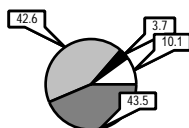
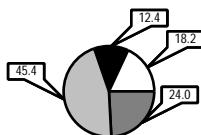
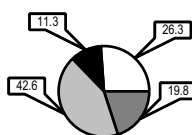
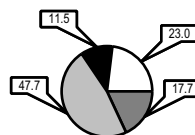
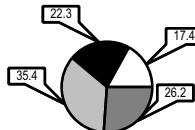
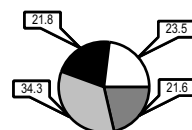
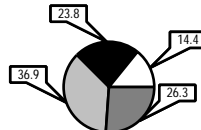
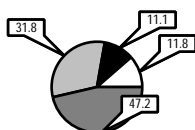
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	458	97.8	8.7	43.1	44.5	3.8	61.4	Yes	Yes
Gender									
Male	217	97.7	10.7	51.0	35.7	2.6	51.5	N/A	N/A
Female	241	97.9	7.0	36.2	52.0	4.8	69.9	N/A	N/A
Racial/Ethnic Group									
White	342	98.0	6.9	41.2	48.1	3.8	63.8	Yes	Yes
African American	90	98.9	15.5	48.8	32.1	3.6	53.6	Yes	Yes
Asian/Pacific Islander	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	16	87.5	15.4	38.5	38.5	7.7	61.5	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	381	98.7	6.4	42.0	47.9	3.6	65.8	N/A	N/A
Disabled	77	93.5	20.6	48.5	26.5	4.4	38.2	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	458	97.8	8.7	43.1	44.5	3.8	61.4	N/A	N/A
English Proficiency									
Limited English Proficient	11	90.9	0.0	70.0	30.0	0.0	30.0	I/S	I/S
Non-Limited English Proficient	447	98.0	8.9	42.4	44.8	3.9	62.2	N/A	N/A
Socio-Economic Status									
Subsidized meals	126	99.2	12.1	51.7	34.5	1.7	49.1	Yes	Yes
Full-pay meals	332	97.3	7.4	39.8	48.2	4.5	66.0	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	457	99.3	17.4	45.8	24.2	12.6	55.8	Yes	Yes
Gender									
Male	217	98.6	18.2	44.9	21.7	15.2	55.6	N/A	N/A
Female	240	100.0	16.8	46.6	26.3	10.3	56.0	N/A	N/A
Racial/Ethnic Group									
White	341	99.4	10.9	47.2	27.6	14.3	62.7	Yes	Yes
African American	90	98.9	39.3	42.9	10.7	7.1	27.4	Yes	Yes
Asian/Pacific Islander	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	16	100.0	21.4	42.9	28.6	7.1	71.4	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	380	100.0	15.5	44.0	27.1	13.3	61.2	N/A	N/A
Disabled	77	96.1	27.5	55.1	8.7	8.7	27.5	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	457	99.3	17.4	45.8	24.2	12.6	55.8	N/A	N/A
English Proficiency									
Limited English Proficient	11	100.0	18.2	54.5	27.3	0.0	45.5	I/S	I/S
Non-Limited English Proficient	446	99.3	17.4	45.6	24.1	12.9	56.1	N/A	N/A
Socio-Economic Status									
Subsidized meals	126	100.0	27.4	49.6	17.1	6.0	36.8	Yes	Yes
Full-pay meals	331	99.1	13.7	44.4	26.8	15.0	62.9	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	457	99.1	25.6	43.0	20.0	11.4	31.4
Gender							
Male	217	99.1	23.6	44.7	18.6	13.1	31.7
Female	240	99.2	27.3	41.6	21.2	10.0	31.2
Racial/Ethnic Group							
White	341	99.7	19.2	44.6	23.2	13.0	36.2
African American	90	100.0	49.4	34.1	10.6	5.9	16.5
Asian/Pacific Islander	7	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	16	87.5	30.8	61.5	7.7	0.0	7.7
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	380	99.5	21.2	44.8	21.4	12.5	34.0
Disabled	77	97.4	47.9	33.8	12.7	5.6	18.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	457	99.1	25.6	43.0	20.0	11.4	31.4
English Proficiency							
Limited English Proficient	11	81.8	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	446	99.6	25.4	42.8	20.2	11.6	31.8
Socio-Economic Status							
Subsidized meals	126	99.2	37.9	44.8	12.9	4.3	17.2
Full-pay meals	331	99.1	21.0	42.4	22.6	14.0	36.6

Social Studies							
All Students	457	98.9	22.1	48.3	17.9	11.7	29.6
Gender							
Male	217	99.1	23.1	46.7	19.1	11.1	30.2
Female	240	98.8	21.3	49.6	17.0	12.2	29.1
Racial/Ethnic Group							
White	341	99.4	19.6	47.8	20.2	12.4	32.6
African American	90	100.0	31.8	54.1	7.1	7.1	14.1
Asian/Pacific Islander	7	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	16	87.5	23.1	30.8	23.1	23.1	46.2
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	380	99.2	17.9	49.7	19.6	12.8	32.4
Disabled	77	97.4	43.7	40.8	9.9	5.6	15.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	457	98.9	22.1	48.3	17.9	11.7	29.6
English Proficiency							
Limited English Proficient	11	81.8	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	446	99.3	21.7	48.3	18.1	11.9	30.0
Socio-Economic Status							
Subsidized meals	126	99.2	32.8	45.7	12.9	8.6	21.6
Full-pay meals	331	98.8	18.2	49.2	19.8	12.8	32.6

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	146	100.0	6.4	24.3	59.3	10.0	69.3
	4	161	100.0	14.4	37.5	46.3	1.9	48.1
	5	173	100.0	18.1	43.4	36.7	1.8	38.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	134	99.3	4.7	34.1	55.8	5.4	61.2
	4	154	96.1	12.5	41.9	41.2	4.4	45.6
	5	170	98.2	8.8	51.3	38.1	1.9	40.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	146	100.0	10.0	42.9	32.1	15.0	47.1
	4	161	100.0	16.3	36.9	30.0	16.9	46.9
	5	173	100.0	19.3	41.0	25.9	13.9	39.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	133	100.0	13.2	55.8	26.4	4.7	31.0
	4	154	98.7	17.3	36.7	24.5	21.6	46.0
	5	170	99.4	21.0	45.7	22.2	11.1	33.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	146	99.3	21.6	37.4	25.2	15.8	41.0
	4	161	100.0	23.1	34.4	30.0	12.5	42.5
	5	173	100.0	33.7	27.7	16.9	21.7	38.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	133	99.2	26.6	45.3	23.4	4.7	28.1
	4	154	98.7	25.7	32.9	20.7	20.7	41.4
	5	170	99.4	24.7	50.0	16.7	8.6	25.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	146	100.0	18.6	51.4	22.1	7.9	30.0
	4	161	100.0	11.9	40.6	31.9	15.6	47.5
	5	173	100.0	23.5	45.8	15.1	15.7	30.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	133	99.2	19.5	57.0	21.9	1.6	23.4
	4	154	98.1	18.7	41.7	20.9	18.7	39.6
	5	170	99.4	27.2	46.9	12.3	13.6	25.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 890)				
First graders who attended full-day kindergarten	47.5%	Down from 97.7%	98.1%	100.0%
Retention rate	2.9%	Up from 2.2%	1.6%	2.8%
Attendance rate	97.2%	Up from 97.1%	97.0%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.9%	Down from 2.3%	0.7%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.7%	Down from 1.9%	0.6%	0.0%
Eligible for gifted and talented	19.4%	Down from 22.2%	21.8%	10.4%
On academic plans	27.1%	N/AV	21.3%	33.6%
On academic probation	19.6%	N/AV	1.1%	1.0%
With disabilities other than speech	7.4%	Up from 6.1%	6.4%	7.5%
Older than usual for grade	0.0%	No change	0.4%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 51)				
Teachers with advanced degrees	56.9%	Down from 59.6%	56.3%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	1.4%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	93.0%	Up from 89.8%	89.2%	87.3%
Teacher attendance rate	94.7%	Down from 95.5%	95.3%	94.9%
Average teacher salary	\$46,553	Up 4.6%	\$43,595	\$42,485
Prof. development days/teacher	10.2 days	Down from 14.2 days	11.6 days	13.3 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	21.6 to 1	Up from 21.3 to 1	19.4 to 1	18.6 to 1
Prime instructional time	89.8%	Down from 91.1%	90.9%	89.7%
Dollars spent per pupil*	\$4,856	Up 0.6%	\$6,281	\$6,557
Percent of expenditures for teacher salaries*	69.8%	Down from 69.9%	64.9%	64.0%
Percent of expenditures for instruction*	74.3%		71.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.3%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	Up from Average	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	3.9%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of Plain Elementary, in cooperation with home and community, is to prepare children to become lifelong learners and responsible, productive citizens by creating meaningful learning experiences in a safe, nurturing environment. Our focus is to create a comprehensive learning organization that understands, cares about, and works for students in an effort to enhance student achievement. The vision for Plain Elementary is that all students will engage in classroom activities that encourage problem solving, utilize cooperative learning strategies, and enhance teamwork. A standards-based curriculum is implemented to ensure a continuum of learning from kindergarten through fifth grade. Authentic assessment techniques are incorporated into teaching, and technology is integrated throughout the curriculum. Our hope is that students will leave Plain Elementary ready for future learning.

Our academic curriculum has been developed in alignment with state and district academic standards. The instructional program includes interdisciplinary and thematic units of study designed to address different modalities of learning. The writing process is taught at all grade levels, and computer-assisted instruction is incorporated into units of study. The math curriculum engages students in problem-solving activities. Our fine arts program provides students with opportunities to showcase talent, integrate classroom learning, and develop an appreciation for the arts.

Parental and community involvement is integral to our success in educating our students.

The PTA and School Improvement Council (SIC) are involved in the decision making process for programs, initiatives, and expenditures. Over 30,000 volunteer hours are logged annually. Parents and community members serve as mentors, provide one-to-one tutoring for identified students, participate in career day, and adopt classes to assist with classroom essentials.

Plain Elementary attained Adequate Yearly Progress (AYP) for 2003, 2004, and 2005 by meeting the criteria for 21 of the 40 categories. Plain Elementary has been recognized as a Red Carpet School and a National PTA School of Excellence. Our school served as a pilot school for the Performance Assessment System for Teachers, a new teacher evaluation system that includes a modified ADEPT model. During the 2005-06 school year, Plain Elementary volunteered to participate in the Quality Learning Continuous School Improvement program sponsored by the Carolina First Center of Excellence. This initiative enables educators to improve systems through continual quality improvement, techniques, processes, and theories.

Plain Elementary returned in January 2006 to a newly renovated and expanded facility. Various groups worked together in planning an optimal learning environment. Our commitment will continue to be to provide an academically challenging curriculum through meaningful learning experiences in a safe, nurturing environment.

Jackie Parker, Principal

Jim Briggs, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	52	118	88
Percent satisfied with learning environment	94.2%	85.6%	85.2%
Percent satisfied with social and physical environment	94.2%	90.6%	87.4%
Percent satisfied with school-home relations	98.1%	87.5%	88.5%

*Only students at the highest elementary school grade level at this school and their parents were included.